

Head Start Monthly Report September 2017

Conduct of Responsibilities –

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

In accordance with the New Head Start performance Standards that went into effect on November 7, 2016:

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)€ of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

A. Monthly Financial Statements including credit card expenditures:

- September 2017– Credit Card Statement - \$214.00
- 2 rooms – Doubletree Worthington – August OHSAI (Forrest Shannon – Parent Ambassador, Sue Stachler – Head Teacher)

B. Program Information Summary

The Director would like to acknowledge the diligent efforts of the Mercer County Head Start staff. The continuation grant narrative is filled with many achievements around school readiness, family engagement & success, and community partnerships. Director completed and submitted Continuation Grant for program year 17-18, year four of the 5 year grant cycle. Director submitted the PIR report to Head Start.

August was filled with orientation for returning employees, new employees, and children and families. Direct service staff returned to work throughout the month. Several training opportunities were afforded to staff. Education staff were provided Creative Curriculum fidelity training through Teaching Strategies. HCSM participated in CACFP meal pattern

training as well as transportation training. The Transportation Secretary attended transportation training through OHSAL. Two Head Teachers attended Conscious Discipline training through OHSAL. Director attended Conscious Discipline for the program through Preschool Promise at University of Dayton. MCHS is hosted several interns / field placements for social work and early childhood education. The Education Manager & Health & Community Services Manager participated in I am Moving I am Learning TTA. The managers will be implementing the initiative in this year's programming. The Education Manager and Family Engagement Services Manager attended meetings / trainings for those placements.

Recruitment activities for the month included Coldwater Picnic and the Mercer County Fair. Enrollment continues to be lower than the 158 benchmark.

New employees were hired. Ashley Billger is the Floater Teacher Assistant and Bianka Jenkins in a new Head Teacher. Both individuals come to the program with experience and knowledge in their positions.

Congressman Jim Jordan visited the center this month. The Director will continue to remain in contact with the Congressman's office and hopefully have Congressmans Davidson and Latta visit this year as well.

Our parent Ambassador, Forrest Shannon, was present for the Congressman's visit and attended parent advocacy training at OHSAL. Forrest was chosen to participate in a National Parent Advocacy program, UPLAN.

The Director continues to work with the Mercer Dads group to support the fatherhood initiative in the county.

August 22 was the first day of our Full Day PreK program afforded to us through the Duration grant.

C. Enrollment / Attendance

130 children are currently enrolled. Future strategic planning discussions will need to occur to discuss any possible modifications to the program.

Enrollment by Program Option:

Half Day PY Head Start	95
Full Day School Year Ed Complex	20
Full Day School Year Rockford	15
ECE - State - funded (CPPS)	11

Attendance by Program Option:

Half Day PY Head Start	N/A
Full Day School Year Ed Complex	97.86%
Full Day School Year Rockford	N/A
CPPS	N/A

D. CACFP report – CACFP claimed meals

Month Served	August 2017
Total Days Attendance	Rockford - 0 Ed Complex - 7
Total Breakfast	137
Total Lunches	137
Total Snacks	137
Total Meals	411

E. Financial Audit – 2016 Completed

F. Annual Self-Assessment

- Completed March 2016

G. Community Assessment

- Completed

H. Communication and guidance from the Secretary

- Pls, IMs

Attachments to report:

PIR report – The PIR (Program Information Report) is required of all Head Start grantees. The PIR is in essence a summary of the program’s performance throughout the year. The PIR is divided into separate sections: General Information, Program Staff & Qualifications, and Child & Family Services. Areas to note: cumulative enrollment was 149, kinship care providers are increasing, Section C – note the increase in the amount of children who obtained medical insurance through the year, up to date on immunizations, received dental treatment, # of children served in Head Start who are on IEPs. Section C also provides information on the families we serve. Note that we have several working families and last year 2 parents obtained their GED / High School Diploma and 3 parents completed job training, certification, or licensure program. The PIR provides the director with an overview of the program and what course corrections or additional services and program objectives need to be developed. For program year 17-18, the director embedded objectives and goals for Healthy Active Living Initiative, continued outreach to the Marshallese population, mental health and support services to families afflicted with drug abuse, and continued networking for dental care for children and families. The director applauds the efforts provided by family engagement staff and health staff for their efforts to ensure children and families not only had access to continuous medical and dental care but the insurance to cover the cost of those services. Our programmatic numbers for these areas were impressive.

Respectfully submitted,

Amy Esser
Executive Director

ACCOUNT ACTIVITY (CONTINUED)

Date of Transaction	Merchant Name or Transaction Description	\$ Amount
08/17	THERMOWORKS INC 08017557705 UT	383.99 -
08/17	WILLIAM H. SADLER, IN 2122272120 NY	1,527.31 -
08/17	THE LIBRARY STORE INC, TREMONT IL	155.75 -
08/17	SOL'SNAP-ON INDUSTRIAL 877-740-1900 WI	47.14 -
08/18	JUST FOR KIX CATALOG L 218-8293722 MN	575.76 -
08/18	NO TEARS LEARNING INC 03012632700 MD	34.30 -
08/17	POWELL COMPANY LTD LIMA OH	3,485.61 -
08/17	SIMPLE SOLUTIONS BEACHWOOD OH CONNIE ROSE	3,025.00 -
	TRANSACTIONS THIS CYCLE (CARD 5536) \$34,393.56	
08/07	C TOWN WINGS CELINA OH	221.96 -
08/17	CJS HIGHMARKS CELINA OH KENNETH SCHMIESING	282.04 -
	TRANSACTIONS THIS CYCLE (CARD 4374) \$504.02	
08/11	DOUBLETREE BY HILTON C WORTHINGTON OH	107.00 -
08/11	DOUBLETREE BY HILTON C WORTHINGTON OH AMY ESSER	107.00 -
	TRANSACTIONS THIS CYCLE (CARD 5223) \$214.00	
08/11	Payment Thank You - Web THOMAS S SOMMER	-13,216.29
	TRANSACTIONS THIS CYCLE (CARD 4245) -513,218.29 INCLUDING PAYMENTS RECEIVED	
07/27	HILTON HOTELS 614-4145000 OH	352.00 -
07/27	HILTON HOTELS 614-4145000 OH TIM BUSCHUR	528.00 -
	TRANSACTIONS THIS CYCLE (CARD 2946) \$880.00	

2017 Totals Year-to-Date	
Total fees charged in 2017	\$0.00
Total interest charged in 2017	\$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Purchases	14.24% (v)(d)	-0-	-0-
CASH ADVANCES			
Cash Advances	20.24% (v)(d)	-0-	-0-
BALANCE TRANSFERS			
Balance Transfer	14.24% (v)(d)	-0-	-0-

(v) = Variable Rate

(d) = Daily Balance Method (including new transactions)

(a) = Average Daily Balance Method (including new transactions)

31 Days in Billing Period

Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, How to Avoid Interest on Purchases, and other important information, as applicable.

HEAD START - 2017 GRANT

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	552,920.00	0.00	552,920.00	722,000.00	-169,080.00
CACFP Revenue	0.00	88,230.00	88,230.00	50,083.28	38,146.72
Other Local	0.00	0.00	0.00	1,910.02	-1,910.02
Refund prior year exp	0.00	0.00	0.00	0.00	0.00
Board advance	0.00	50,000.00	50,000.00	0.00	50,000.00
Total	552,920.00	138,230.00	691,150.00	773,993.30	-82,843.30

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	558,908.00	0.00	558,908.00	430,262.88	128,645.12		128,645.12	
Fringe Benefits	281,236.00	0.00	281,236.00	244,616.73	36,619.27		36,619.27	
Programming	49,464.00	4,230.00	53,694.00	36,169.80	17,524.20	13,052.15	4,472.05	
Supplies	78,500.00	84,000.00	162,500.00	37,702.41	124,797.59	21,066.02	103,731.57	
Capital Outlay	0.00	0.00	0.00	0.00	0.00		0.00	
Other Expenditures	94,000.00	0.00	94,000.00	1,805.00	92,195.00	1,166.00	91,029.00	
PA22 subtotal	1,062,108.00	88,230.00	1,150,338.00	750,556.82	399,781.18	35,284.17	364,497.01	
Training & Technical Services								
Training & technical serv (job code 400)	12,500.00	0.00	12,500.00	12,344.43	155.57	8,963.00	-8,807.43	
Staff out of town travel	11,000.00	0.00	11,000.00	8,327.19	2,672.81	1,360.00	1,312.81	
Subtotal Purch Service	23,500.00	0.00	23,500.00	20,671.62	2,828.38	10,323.00	-7,494.62	
Training & Tech Supplies	1,000.00	0.00	1,000.00	581.89	418.11		418.11	
Subtotal Supplies	1,000.00	0.00	1,000.00	581.89	418.11	0.00	418.11	
T&TA -PA20	24,500.00	0.00	24,500.00	21,253.51	3,246.49	10,323.00	-7,076.51	
Return of Board Advance	0.00	50,000.00	50,000.00	0.00	50,000.00	0.00	50,000.00	
TOTALS	1,086,608.00	138,230.00	1,224,838.00	771,810.33	453,027.67	45,607.17	407,420.50	

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES \$ 2,182.97

FY 2017 PRE-SCHOOL GRANT FUND 439

	APPROVED BUDGET	ACTUAL EXPENDED	UNENCUMBERED BALANCE	ENCUMBERED REQUISITIONS	REMAINING
Instructional Salary	52,000.00	30,595.92	21,404.08	0.00	21,404.08
Instructional Fringe Benefits	23,000.00	21,128.69	1,871.31	0.00	1,871.31
Instructional Services	400.00	13.39	386.61	0.00	386.61
Instructional Supplies	2,600.00	12.00	2,588.00	150.00	2,438.00
Subtotal Instructional	78,000.00	51,750.00	26,250.00	150.00	26,100.00
Admin Salary	500.00	0.00	500.00	0.00	500.00
Subtotal Admin	500.00	0.00	500.00	0.00	500.00
Prof Development	1,500.00	250.00	1,250.00	0.00	1,250.00
Subtotal Prof Development	1,500.00	250.00	1,250.00	0.00	1,250.00
TOTALS	80,000.00	52,000.00	28,000.00	150.00	27,850.00

FUND 439 PRESCHOOL GRANT SUMMARY	
2017 GRANT EXPENDED IN FY17	52,000.00
TOTAL FEDERAL PRESCHOOL DOLLARS IN FY17	<u>52,000.00</u>

FY 2017 PRE-SCHOOL FUND 020

REVENUE	APPROVED BUDGET	ACTUAL REVENUE	UNENCUMBERED BALANCE	ENCUMBERED REQUISITIONS	REMAINING FUNDING
Preschool fees	20,000.00	26,106.00			-6,106.00
Other Revenue	250.00	0.00			250.00
Refund of prior years	0.00	0.00			0.00
Total	20,000.00	26,106.00			-5,856.00
Local Expenditures					
Salary	20,000.00	35,385.47	-15,385.47	0.00	-15,385.47
Fringe	8,000.00	20,458.98	-12,458.98	0.00	-12,458.98
Services	1,000.00	0.00	1,000.00	0.00	1,000.00
Supplies	10,000.00	1,398.41	8,601.59	0.00	8,601.59
Capital Outlay	5,000.00	0.00	5,000.00	0.00	5,000.00
Other expenditures	750	-	750	0.00	750.00
Total	44,750.00	57,242.86	-12,492.86	0.00	-12,492.86

FUND 020 PRESCHOOL CASH BALANCE SUMMARY	
CARRYOVER BALANCE JULY 1, 2016	31,286.31
FY17 REVENUE	26,106.00
FY17 EXPENDITURES	<u>57,242.86</u>
	<u>149.45</u>

FY 2018 PRE-SCHOOL GRANT FUND 439

	APPROVED BUDGET	ACTUAL EXPENDED	UNENCUMBERED BALANCE	ENCUMBERED REQUISITIONS	REMAINING
Instructional Salary	52,000.00	704.47	51,295.53	0.00	51,295.53
Instructional Fringe Benefits	23,000.00	264.30	22,735.70	0.00	22,735.70
Instructional Services	400.00	0.00	400.00	0.00	400.00
Instructional Supplies	2,600.00	0.00	2,600.00	150.00	2,450.00
Subtotal Instructional	78,000.00	968.77	77,031.23	150.00	76,881.23
Admin Salary	500.00	0.00	500.00	0.00	500.00
Subtotal Admin	500.00	0.00	500.00	0.00	500.00
Prof Development	1,500.00	0.00	1,500.00	0.00	1,500.00
Subtotal Prof Development	1,500.00	0.00	1,500.00	0.00	1,500.00
TOTALS	80,000.00	968.77	79,031.23	150.00	78,881.23

FUND 439 PRESCHOOL GRANT SUMMARY	
2017 GRANT EXPENDED IN FY17	968.77
TOTAL FEDERAL PRESCHOOL DOLLARS IN FY17	968.77

FY 2018 PRE-SCHOOL FUND 020

REVENUE	APPROVED BUDGET	ACTUAL REVENUE	UNENCUMBERED BALANCE	ENCUMBERED REQUISITIONS	REMAINING FUNDING
Preschool fees	20,000.00	0.00	20,000.00	0.00	20,000.00
Other Revenue	250.00	0.00	8,000.00	0.00	8,000.00
Refund of prior years	0.00	0.00	1,000.00	0.00	1,000.00
Total	20,000.00	0.00	20,000.00	0.00	20,250.00
Local Expenditures	20,000.00	0.00	20,000.00	0.00	20,000.00
Salary	8,000.00	0.00	8,000.00	0.00	8,000.00
Fringe	1,000.00	0.00	1,000.00	0.00	1,000.00
Services	10,000.00	0.00	10,000.00	0.00	10,000.00
Supplies	5,000.00	0.00	5,000.00	0.00	5,000.00
Capital Outlay	750	-	750	0.00	750.00
Other expenditures	44,750.00	0.00	44,750.00	0.00	44,750.00
Total	44,750.00	0.00	44,750.00	0.00	44,750.00

FUND 020 PRESCHOOL CASH BALANCE SUMMARY	
CARRYOVER BALANCE SEPT 1, 2017	149.45
FY17 REVENUE	0.00
FY17 EXPENDITURES	0.00
	149.45

Federal Reporting of Standard Forms (SF) 425 and 428

 eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-17-04

To: All Head Start Grantees, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

Instruction:

This Program Instruction (PI) notifies grantees of the requirements for submission of the Federal Financial Report Standard Form (SF)-425 for cash transactions and for expenditures to the U.S. Department of Health and Human Services (HHS) Payment Management System.

Submission of Federal Financial Report SF-425

All Head Start grantees are required to submit financial reports detailing the cash transactions made for its federal award(s) and separate reports detailing the expenditures made for the same award(s). For most grantees, filing requirements are satisfied using the same report, Federal Financial Report SF-425.

Cash transactions are reported quarterly with online reporting to the HHS Payment Management System (PMS) on lines 10a–c of SF-425. Expenditures, obligations, and liquidations are reported either quarterly, semi-annually, or annually to the Administration for Children and Families (ACF) on lines 10d–o of SF-425. Head Start grantees currently meet their reporting requirements to ACF via postal mail or by scanning and emailing the form to their assigned fiscal specialist.

ACF and the Program Support Center are collaborating in the submission of SF-425 to reduce the burden on grantees, assist with the reconciliation of expenditures and disbursements, and to allow for timely closeout of grants.

Beginning with the fiscal year (FY) 2016 grant awards, this system of separate online reporting was consolidated into a single reporting system. Starting with these awards, both the cash transactions (lines 10a–c) and the expenditures, obligations, and liquidations (lines 10d–o) are reported through the grantee online accounts with PMS. Every grantee has a PMS account to allow access to complete SF-425. If your office needs additional user access, please contact your PMS representative.

Note the following important conditions:

- This reporting method became effective with the FY 2016 financial reports.
- Any remaining reports still required, or revised, for FY 2015 or earlier must be submitted as a scanned and uploaded document to the Grant Notes file in GrantSolutions.
- SF-425 reports are due as required in the award terms and conditions.
 - Reports will be due on one of the standard dates by which cash reporting is required to be submitted to PMS or at the end of a calendar quarter as determined by ACF. *See Table 1.*
- Unless instructed otherwise, such as through the terms and conditions or a special condition on the Notice of Award, all Head Start grantees are expected to submit three reports for each Notice of Award and each budget period they have received.
- Generally, awards are for a 12-month budget period. Head Start grantees will continue to submit the following reports:
 - Semi-Annual Report
 - Annual Report

- Final Report
- Semi-Annual and Annual reports are cumulative, covering either six or 12 months of expenditures, respectively.
- Final Reports will be due on the quarterly submission date for the quarter after the end of their budget period. Grantees that have budget periods beginning Feb. 1, May 1, Aug. 1, and Nov. 1 are the exception. In these cases, the Final Reports will be due on the quarterly reporting date for the quarter in which the grantee's budget period ended. No Final Report will be due sooner than 90 days after the end of the applicable budget period.
- Box 12 of the Final Report must include the following:
 - Total Amount of U.S. Department of Agriculture (USDA) Reimbursement: \$ _____
Total Development and Administrative Expenditures: \$ _____ (federal and non-federal)
 - If an unobligated balance of federal funds is being reported on line 'h,' the grantee must provide a breakdown of total federal expenditures for each 'CAN NO.,' which appears in box 25, Financial Information, on the most recent Notice of Award for the budget period.
- To aid in understanding, see the table below. Note that in some cases, the Annual Report and the Final Report will be due on the same date.

Table 1. Find the month in which your Head Start budget period begins in Column 1 and then read across that line.

Budget Period Begins	First SF-425 Due	Report Cumulative Costs through	Annual SF-425 Due	Report Cumulative Costs through	Final SF-425 Due
January 1	Jul 30	Jun 30	Jan 30	Dec 31	Apr 30
February 1	Oct 30	Jul 31	Apr 30	Jan 31	Apr 30*
March 1	Oct 30	Aug 31	Apr 30	Feb 28/29	Jul 30
April 1	Oct 30	Sep 30	Apr 30	Mar 31	Jul 30
May 1	Jan 30	Oct 31	Jul 30	Apr 30	Jul 30*
June 1	Jan 30	Nov 30	Jul 30	May 31	Oct 30
July 1	Jan 30	Dec 31	Jul 30	Jun 30	Oct 30
August 1	Apr 30	Jan 31	Oct 30	Jul 31	Oct 30*

September 1	Apr 30	Feb 28/29	Oct 30	Aug 31	Jan 30
October 1	Apr 30	Mar 31	Oct 30	Sep 30	Jan 30
November 1	Jul 30	Apr 30	Jan 30	Oct 31	Jan 30*
December 1	Jul 30	May 31	Jan 30	Nov 30	Apr 30

**The annual and final reports are due on the same date.*

Submission of Tangible Personal Property Report SF-428

Grantees are required to provide Tangible Personal Property Report SF-428 and SF-428B, and if needed, SF-428S, not later than 90 days after the close of the project period. Grantees are to scan and upload completed copies of the SF-428 reports to the specified folders in the Grant Notes section of GrantSolutions.

Questions related to fiscal reporting and other administrative requirements should be directed to the assigned grants management specialist identified in the Head Start Enterprise System (HSES). Should your office need additional PMS accounts, please contact your PMS representative at www.dpm.psc.gov.

Thank you for the work you do on behalf of children and families.

/ Ann Linehan /

Ann Linehan
Acting Director
Office of Head Start

Resources:

Post-Award Reporting Forms: SF-425 and SF-428

Electronic Submission of Real Property Standard Form (SF)-429 and Attachments

 eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-17-03

Subject: Electronic Submission of Real Property Standard Form (SF)-429 and Attachments

Instruction:

In accordance with 45 CFR § 75.343, non-federal entities are required to submit reports at least annually on the status of real property in which the federal government retains an interest. As such, beginning July 1, 2017, the following Office of Management and Budget (OMB)-approved real property and request forms, OMB Control No. 3090-0296, are included in this electronic submission requirement:

Effective for budget periods beginning on or after May 1, 2016, all grantees, including those with no covered real property, are instructed to prepare and submit SF-429 with Attachment A on an annual basis at the same time as their annual SF-425 Federal Financial Report is due.

How to Submit Forms

To access and submit the SF-429 forms, please log in to www.grantsolutions.gov. Navigate to the forms according to the instructions provided in the guides and training recordings.

Guides and Training Recordings

The training recordings and guides detail the step-by-step process to logging in, navigating to, and completing the forms. The materials are stored on the GrantSolutions site and located in one of two places, dependent upon how you access the system. For example, grantees with access to GrantSolutions Grants Management Module (GMM) will find the materials under the GrantSolutions Help/Support link. All others will find these materials under the OLDC News and Tips link.

Login (note differences in Step 4):

Grantees with access to the GrantSolutions GMM:

1. Visit www.grantsolutions.gov.
2. From the "Grants Center of Excellence" homepage, choose **Login to GrantSolutions**.
3. The "GrantSolutions" login screen displays. Enter your **username** in the Username field and your **password** in the Password field. Select the **Login** button.
4. The "My Grants List" screen appears. From the menu bar, select Online Data Collection.
5. The Online Data Collection "Home" page appears.

Grantees that do not use the GrantSolutions GMM:

1. Visit www.grantsolutions.gov.
2. From the "Grants Center of Excellence" homepage, choose **Login to GrantSolutions**.
3. The "GrantSolutions" login screen displays. Enter your **username** in the Username field and your **password** in the Password field. Select the **Login** button.
4. The GrantSolutions "Portal" screen appears. From the menu bar, choose OLDC to open the Online Data Collection page in a new window.

5. The Online Data Collection “Home” page appears.

Accessing the Forms

To access the forms, please utilize the guides and trainings applicable to the SF-429 attachment being submitted because the instructions are slightly different.

Once data is entered and saved for each section, the entire form must be validated. Validation checks the form for errors and missing data.

- If the report status is **Saved with Errors**, an error message appears at the top of the Report screen. The errors must be corrected and the form revalidated.
- If the status is **Saved with Warnings**, the warnings can either be corrected or the form can still proceed through the approval process.
- If the status is **Saved—Validated**, there are no warnings or errors and the form can proceed through the approval process.

After the entire form is successfully saved and validated with no errors, the form can be certified and submitted by a user with these permissions. Please refer to the guides.

Once submitted, the assigned grants specialist will review the form. Depending on the review, the grant specialist may follow up with questions or request additional supporting documentation.

Questions

For any login or system issues, please contact the GrantSolutions Help Desk at help@grantsolutions.gov or 1-866-577-0771. If you email the Help Desk, please Cc your assigned grant specialist.

For any content-related questions about the SF-429 forms, please contact your assigned grant specialist in the Regional Office.

Description of Forms

The status of real property purchased, constructed, or subject to major renovations paid for in whole or in part with federal Head Start funds must be reported annually on form SF-429-A. Likewise, grantees who do not have covered real property with federal interest must submit the SF-429-A No Property form annually. Attachments SF-429-B and SF-429-C are required only when a grantee requests approval of actions related to real property as noted on each attachment. General facilities guidance is available in ACF-IM-HS-17-01 Facilities Guidance. Please carefully read the instructions accompanying SF-429 and its attachments when filing to ensure that forms are accurate and complete. A description of each required form follows.

- **SF-429 Cover Page** must accompany all reports and requests.
 - The cover page provides recipient (grantee) information. Include the SF-429 cover page when submitting each form.
- **SF-429-A General Reporting** must be submitted annually on the same date the grantee’s annual SF-425 Federal Financial Report for the budget period is due.
 - A separate Attachment A is required for every parcel of real property subject to a federal interest as defined in 45 CFR § 1305.2.
- **SF-429-A No Property** must be submitted annually on the same date the grantee’s annual SF-425 Federal Financial Report for the budget period is due.

- A separate Attachment A is required when there is no real property.
- **SF-429-B Request to Acquire, Improve, or Furnish** must be submitted along with the additional information required by 45 CFR § 1303 Subpart E whenever a grantee is seeking ACF approval to use Head Start funds to engage in purchase, construction, or major renovation of facilities as defined in 45 CFR § 1305.2.
 - Information included in SF-429-B can be cross-referenced if also required by 45 CFR § 1303 Subpart E.
 - A request to acquire property includes the use of Head Start funds to engage in all purchase activities defined in 45 CFR § 1305.2, including payments made in satisfaction of a mortgage or other loan agreement.
- **SF-429-C Disposition or Encumbrance Request** must be submitted at closeout and whenever a grantee is seeking ACF approval to sell, transfer, or encumber property subject to a federal interest, including the refinancing of existing indebtedness and subordination of a federal interest to the rights of a lender under 45 CFR § 1303.51.
 - SF-429-C implements the requirements for grantees making requests for disposition of real property under 45 CFR § 75.318.
 - Any use of real property subject to a federal interest as collateral for a loan or mortgage requires prior approval, and an encumbrance includes the use of Head Start funds to make payments for a previously purchased facility under 45 CFR § 1303.41 and any use of property subject to a federal interest as collateral for future borrowing.
 - ACF-IM-HS-12-08 remains in effect and provides a simplified disposition process for older modular units.

If you have any technical issues with the system, please contact the GrantSolutions Help Desk and copy your assigned grant specialist. If you have specific content-related questions about SF-429, please direct these questions to your assigned grant specialist in the Regional Office.

/ Ann Linehan /

Ann Linehan
Acting Director
Office of Head Start



2016-2017 HEAD START PROGRAM INFORMATION REPORT

05CH8467-000 Celina City Schools

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	05CH8467
Program Number	000
Program Type	Head Start
Program Name	Celina City Schools
Program Address	Celina City Schools/Mercer County Head Start 6731 State Route 219 Celina OH 45822-8151
Program Phone Number	(419) 268 0301 - 4002
Program Fax Number	(419) 268 0017
DUNS Number	013433719
Program Email Address	amy.esser@CelinaSchools.org
Head Start Director Name	Ms. Amy Esser J
Head Start Director Email	amy.esser@CelinaSchools.org
Agency Web Site Address	www.mercerheadstart.org
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	09/06/2016
b. End Date	05/18/2017

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start Enrollment	# of children/ pregnant women
a. Head Start Funded Enrollment, as identified on NOA	158
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	0
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0

	<i># of children</i>
A.4 Center-based program - 4 days per week:	
a. Full-day enrollment	20
b. Part-day enrollment	130
1. Of these, the number in double sessions	130
A.5 Home-based program	8
A.6 Combination option program	0
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	<i># of children</i>
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

CLASSES

Classes

	<i># of classes</i>
A.12 Total number of classes operated	9
a. Of these, the number of double session classes	8

CUMULATIVE ENROLLMENT

Children by age

	<i># of children at enrollment</i>
A.13 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	15
d. 3 years old	44
e. 4 years old	78
f. 5 years and older	12

Total cumulative enrollment

	<i># of children / pregnant women</i>
A.15 Total cumulative enrollment	149

Type of eligibility

	<i># of children</i>
A.16 Report each enrollee only once by primary type of eligibility:	
a. Income below 100% of federal poverty line	64
b. Public assistance such as TANF, SSI	25
c. Status as a foster child - # children only	15
d. Status as homeless	16
e. Over income	13

		# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line		16
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.		
Specify:	CCS Head Start utilized numerous forms of recruitment and resources to identify and locate low income and high needs children. In Mercer County a significant number of families work and their incomes fall between 101 - 130% of federal poverty guidelines. Referral resources include DJFS, CSB, WIC, Board of DD, & ESC.	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	51
b. Three or more years	7

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	20
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	10
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	62

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	3
d. Native Hawaiian or other Pacific Islander	0	9
e. White	0	120
f. Biracial/Multi-racial	0	10
g. Other	0	0
h. Unspecified	6	0
1. Explain:	COPA system does not provide a distinct Hispanic or Mexican option. Family chose "unspecified" during the interview process.	

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	143
b. Spanish	0
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	0
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	6
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes
--	-----

	# of children
a. Number of children for whom transportation is provided	106

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	5
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.29 Are any of the buses used by the program leased by the program itself?	No
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RECORD KEEPING

Management Information Systems

A. 30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
COPA (Child Outcome, Planning, and Administration/Assessment)	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	30	2
a. Of these, the number who are current or former Head Start or Early Head Start parents	4	0
b. Of these, the number who left since last year's PIR was reported	5	0
1. Of these, the number who were replaced	4	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	173
a. Of these, the number who are current or former Head Start or Early Head Start parents	89

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	1
b. Health Services Manager	1
c. Family & Community Partnerships Manager	1
d. Disability Services Manager	2

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	6	5

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	1	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	5	2
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	0	3
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	0
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	9
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	9

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	11
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	0
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	0
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	1
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	1
1. Comments: Wanted to stay home with new baby	
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	1

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	1
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	2	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	N/A - We do not have EHS
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	(1) # of family workers	(2) # of FCP supervisors
B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:		
a. A related advanced degree	0	0
b. A related baccalaureate degree	1	1
c. A related associate degree	1	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	0	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

		# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators		1
		# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		0
		# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:		
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education		0
		# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements		0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:		
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education		0
		# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
e. None of the qualifications listed in B.27.a through B.27.d		0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:		
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education		0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	N/A	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	129	148
a. Number enrolled in Medicaid and/or CHIP	88	111
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	1	0
c. Number with private health insurance (for example, parent's insurance)	35	34
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	5	3
1. Specify Military Health Insurance		
C.2. Number of children with no health insurance	20	1

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	134	147
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	88	114
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		2
1. Of these, the number who have received or are receiving medical treatment		2
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		Appointment is scheduled for future date

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	1
b. Asthma	0
c. Hearing Difficulties	1
d. Vision Problems	0
e. High Lead Levels	2
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	7
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	73
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	32
d. Obese (BMI at or above 95th percentile for child's age and sex)	30

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	86	116
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	26	33
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	71	98

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	54
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	111
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	52
1. Of these, the number of children who have received or are receiving treatment	31
b. Specify the primary reason that children who needed dental treatment did not receive it:	Dentists in the area do not treat 3 - 5 year old children

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	4

Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	7
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	0
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	4
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	1

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	5
a. Of these, the number who received mental health services since last year's PIR was reported	1

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	25
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	18
2. During this enrollment year	7
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	25	25
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	91
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	80
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	7
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
<i>Name/title</i>	<i>Locally designed</i>
Teaching Strategies GOLD Online	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	No

b. For family child care services:

c. For home-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of programs</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	<i>(1) Name/title</i>	<i>(2) Locally designed</i>
a. Center-based settings	CLASS	No
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	136
a. Of these, the number of two-parent families	73
b. Of these, the number of single-parent families	63

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	62
b. Grandparents	5
c. Relatives other than grandparents	3
d. Foster parents not including relatives	3
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	52
b. Father (biological, adoptive, stepfather, etc.)	6
c. Grandparent	5
d. Relative other than grandparent	0
e. Foster parent not including relative	0
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	22
b. One parent/guardian is employed	44
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	7

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	41
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	22

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	9

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	14	13
C.42 Total number of families receiving Supplemental Security Income (SSI)	13	14
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	62	63
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	52	50

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	0
b. One parent/guardian is in job training or school	4
c. Neither parent/guardian is in job training or school	69
C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	3
b. The parent/guardian is not in job training or school	60
C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	0
b. Completed high school or was awarded a GED during this program year	2
c. Completed an associate degree during this program year	0
d. Completed a baccalaureate or advanced degree during this program year	0
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	# of families at end of enrollment year
	3

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	3
b. An associate degree, vocational school, or some college	41
c. A high school graduate or GED	81
d. Less than high school graduate	9

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	13	4
b. Housing assistance such as subsidies, utilities, repairs, etc.	27	7
c. Mental health services	6	1
d. English as a Second Language (ESL) training	1	0
e. Adult education such as GED programs and college selection	3	2
f. Job training	26	5
g. Substance abuse prevention	0	0
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	45	8
j. Domestic violence services	45	8
k. Child support assistance	6	2
l. Health education	92	54
m. Assistance to families of incarcerated individuals	9	2
n. Parenting education	57	8
o. Relationship/marriage education	49	9
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	60	12
C.51 Of these, the number of families who were counted in at least one of the services listed above	109	57

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	27
b. Family goal setting	15
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	56
d. Head Start program governance, such as participation in the Policy Council or policy committees	1
e. Parenting education workshops	36

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	16
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	16
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	1

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	20
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	7
	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	6
b. To coordinate transition services	6

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

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